



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

440 S. Main Ave., Tucson, AZ 85701

Tucson Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information,
please refer to Achievement
Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information,
please refer to the AYP page in this
report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. E. Faye West
Schedule : 07:00 AM to 04:30 PM
Grades : 3-5
Web Address : edweb.tusd.k12.az.us/Carrillo/index.html
Phone Number : (520) 225-1200
Fax Number : (520) 225-1201
E-mail : faye.west@tusd.k12.az.us

Mission

Carrillo Magnet School provides a secure and culturally sensitive environment, which nurtures the social, physical and intellectual needs of children through developmentally appropriate practices that foster student learning and achievement.

School / Academic Goals

- ü The principal and staff are responsible for implementing effective instructional practices to create a community of learners in which all students achieve their full potential.
- ü The staff is responsible for Diversity Appreciation (staff and students protect and respect the rights of all individuals).
- ü The school principal and staff are committed to assist students in meeting the AZ State Standards through the school focus - desert environmental studies, anthropology, archeology, history and service learning.
- ü All members of the Carrillo staff are committed to helping every student meet or exceed the AZ State Standards in reading, writing and math. We utilize instructional calendars, frequent assessment and feedback and teacher collaboration.

Enrollment

October 1, 2005 School Year Student Enrollment : 176
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 87

Instructional Programs

- Ü Service Learning
- Ü Multicultural Studies
- Ü Literacy/Math Focus
- Ü Fine Arts
- Ü Science/Social Studies
- Ü Technology
- Ü Intervention Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Carrillo School provides an open door policy, weekly newsletters, weekly reminders (when necessary), classroom newsletters, student handbook and Curriculum, and Literacy/Writing workshops. Through our learning museum students are able to demonstrate their research and projects to their parents and simultaneously present information in a workshop format to parents.

Parents

A Parent Teacher Organization was formed in 2004. They ensure that funds are raised to support student learning via field-trip transportation/admission, speakers, library helpers and classroom tutors are some areas in which parents assist us at Carrillo School. They also support students by providing materials and supplies for special events and the 5th grade promotion. Healthy snacks are provided for every student during AIMS, Stanford 9 and CCSA testing.

Transportation Policy

Transportation policy discusses safety precautions and common courtesies. Students and parents are informed about violations of bus rules and discipline procedures designed to correct problems.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü ADE Learn and Serve Grant	2004
Ü American Assoc. of State and Local History - WOW Award	2006
Ü Community Foundation for Southern AZ - Docent Program	2006
Ü American Assoc.of State and Local History-Merit Award	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	4704	80010	96	99	99	437	443	447	15	11	10	24	20	18	45	54	53	16	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2282	38935	96	99	99	450	444	447	15	9	9	12	20	19	50	57	55	23	14	17
Male	29	2422	40974	97	99	98	426	441	448	14	12	11	34	21	18	41	52	52	10	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	43	2729	34545	96	99	99	438	435	432	14	12	14	26	24	24	42	54	53	19	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	--	182	3979	--	97	96	--	425	424	--	15	17	--	26	30	--	54	47	--	5	6
White	NC	1370	35142	NC	99	99	NC	462	465	NC	6	5	NC	12	11	NC	57	56	NC	26	28
Students with Disabilities	12	594	10161	86	94	93	398	415	419	25	30	28	50	27	28	25	37	36	NA	6	8
Students without Disabilities	43	4110	69849	100	100	100	447	446	451	12	8	7	16	19	17	51	57	56	21	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	32	2469	39029	100	99	98	434	435	432	13	12	14	31	24	25	44	54	52	13	9	9
Non-Economically Disadvantaged	23	2235	40981	92	99	100	442	451	462	17	9	6	13	16	13	48	54	54	22	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	4701	79438	100	99	98	435	446	451	16	10	9	31	27	24	47	55	56	7	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2284	38775	100	99	99	444	453	457	19	8	7	22	24	22	44	58	58	15	11	13
Male	31	2417	40560	100	99	97	427	440	446	13	13	12	39	29	25	48	52	54	NA	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	46	2723	34297	100	99	99	438	438	434	11	12	14	37	30	31	46	52	50	7	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	--	186	3940	--	99	95	--	432	429	--	14	14	--	34	36	--	49	47	--	3	3
White	NC	1369	34887	NC	99	98	NC	465	471	NC	5	4	NC	18	15	NC	62	63	NC	15	18
Students with Disabilities	15	585	9588	100	93	88	402	410	416	20	30	30	47	36	32	33	32	34	NA	3	5
Students without Disabilities	43	4116	69850	100	100	100	446	451	456	14	8	7	26	25	23	51	58	59	9	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	32	2460	38685	100	98	97	438	437	435	13	12	14	28	30	32	56	53	50	3	4	5
Non-Economically Disadvantaged	26	2241	40753	100	99	99	431	456	467	19	8	5	35	23	16	35	57	62	12	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	4706	79971	100	99	99	415	420	423	9	7	8	53	43	41	36	48	49	2	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	2287	38974	100	99	99	426	432	437	7	5	5	44	36	33	44	57	57	4	2	4
Male	31	2419	40895	100	99	98	405	408	410	10	9	10	61	50	47	29	40	41	NA	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	46	2724	34481	100	99	99	416	416	410	7	7	10	59	46	46	33	46	43	2	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	--	185	3995	--	98	96	--	414	409	--	9	10	--	43	47	--	49	42	--	NA	1
White	NC	1373	35150	NC	99	99	NC	430	437	NC	5	5	NC	38	35	NC	54	56	NC	3	5
Students with Disabilities	15	604	10258	100	96	94	375	373	377	13	22	23	73	55	51	13	23	25	NA	1	1
Students without Disabilities	43	4102	69713	100	99	100	428	426	429	7	5	5	47	41	39	44	52	52	2	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	32	2467	38994	100	99	98	416	414	409	9	8	10	50	47	47	41	45	41	NA	1	1
Non-Economically Disadvantaged	26	2239	40977	100	99	100	413	427	437	8	6	5	58	39	34	31	53	56	4	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	4554	80147	93	98	99	491	474	482	8	13	11	15	20	17	39	48	49	39	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	2200	39281	90	98	99	493	475	483	7	11	9	14	22	17	36	48	50	43	19	24
Male	34	2352	40780	94	97	98	489	473	482	9	14	12	15	19	17	41	48	48	35	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	46	2529	33494	92	98	99	483	466	466	11	15	15	15	24	23	39	47	49	35	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	NC	1383	36122	NC	98	99	NC	492	501	NC	7	5	NC	14	10	NC	51	50	NC	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	56	3965	69852	100	100	100	493	479	488	7	10	7	14	20	16	39	50	51	39	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	29	2431	38371	94	97	97	476	464	465	10	16	15	21	24	23	45	47	49	24	13	13
Non-Economically Disadvantaged	33	2123	41776	92	98	100	503	485	498	6	9	6	9	16	11	33	49	49	52	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4563	79686	100	98	98	469	463	470	13	13	11	21	27	24	54	53	57	12	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2214	39163	100	99	99	470	468	475	10	10	9	16	25	22	68	57	60	6	8	10
Male	36	2347	40438	100	97	97	468	457	465	17	16	13	25	30	25	42	49	54	17	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	50	2525	33299	100	98	98	462	454	452	16	16	17	22	32	32	56	48	47	6	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	10	1388	35914	100	99	98	NA	482	489	NA	6	5	NA	19	15	NA	63	67	NA	12	14
Students with Disabilities	11	593	9808	100	88	87	430	425	432	36	37	35	36	32	32	18	28	30	9	3	3
Students without Disabilities	56	3970	69878	100	100	100	477	468	475	9	9	8	18	27	23	61	57	61	13	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	31	2438	38095	100	98	97	453	452	452	16	17	17	29	32	32	52	48	48	3	3	3
Non-Economically Disadvantaged	36	2125	41591	100	98	99	483	475	486	11	9	6	14	23	16	56	59	65	19	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	4592	80372	100	99	99	477	474	475	1	4	4	33	31	30	63	64	64	3	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	2219	39452	100	99	99	480	485	488	NA	3	3	29	22	22	71	72	72	NA	2	3
Male	36	2371	40836	100	98	98	475	463	464	3	5	6	36	38	37	56	56	56	6	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	50	2551	33608	100	99	99	476	469	462	NA	5	6	38	33	36	60	61	57	2	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	10	1388	36213	100	99	99	NA	486	489	NA	2	2	NA	26	22	NA	69	72	NA	3	3
Students with Disabilities	11	628	10526	100	93	94	442	427	427	9	14	15	45	53	53	45	32	31	NA	1	1
Students without Disabilities	56	3964	69846	100	100	100	484	480	482	NA	3	3	30	27	26	66	69	69	4	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	31	2454	38521	100	98	98	469	463	461	3	6	6	32	35	38	65	59	55	NA	1	1
Non-Economically Disadvantaged	36	2138	41851	100	99	100	485	485	489	NA	2	3	33	26	22	61	69	72	6	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	46	4552	79306	94	98	99	487	496	504	9	16	13	41	23	20	41	47	49	9	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	21	2186	38845	91	98	99	481	496	505	10	14	11	48	24	20	38	49	50	5	14	18
Male	25	2365	40383	96	97	98	492	496	504	8	18	14	36	22	19	44	45	47	12	15	19
African American	--	277	4171	--	99	98	--	484	485	--	21	20	--	24	26	--	46	44	--	9	10
Hispanic	35	2530	32673	92	98	99	475	485	487	11	19	18	49	27	25	37	45	46	3	9	10
Asian/Pacific Islander	--	131	2147	--	98	99	--	532	539	--	5	5	--	11	10	--	49	46	--	35	40
American Indian/Alaskan Native	NC	194	4034	NC	100	97	NC	469	479	NC	31	22	NC	27	29	NC	41	43	NC	2	7
White	NC	1420	36234	NC	97	99	NC	517	523	NC	8	6	NC	16	13	NC	51	52	NC	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	41	3979	69020	100	100	100	486	501	510	10	12	9	39	22	18	41	50	52	10	16	21
Limited English Proficient Students	--	593	10291	--	96	96	--	456	458	--	41	38	--	32	34	--	26	26	--	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	33	2380	37437	94	98	97	478	484	486	12	20	19	42	26	26	42	45	46	3	9	9
Non-Economically Disadvantaged	13	2172	41869	93	98	100	508	508	521	NA	11	7	38	18	14	38	49	51	23	21	27

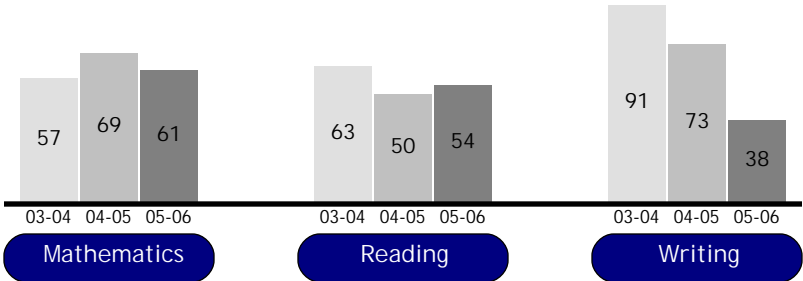
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	4596	79000	100	99	98	480	483	489	6	11	10	37	28	24	49	54	58	8	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	2204	38774	100	99	99	484	488	494	9	7	7	39	27	22	39	57	61	13	8	10
Male	26	2391	40150	100	98	98	477	479	485	4	14	12	35	28	25	58	53	55	4	6	8
African American	--	279	4153	--	99	98	--	477	476	--	15	13	--	25	30	--	53	53	--	7	4
Hispanic	38	2553	32508	100	99	98	466	473	472	8	13	15	42	34	33	47	49	49	3	4	3
Asian/Pacific Islander	--	134	2142	--	100	99	--	503	510	--	3	4	--	21	14	--	63	67	--	13	16
American Indian/Alaskan Native	NC	195	4016	NC	100	96	NC	467	467	NC	13	14	NC	39	37	NC	46	46	NC	2	2
White	NC	1435	36135	NC	98	98	NC	503	508	NC	6	4	NC	17	14	NC	64	67	NC	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	41	3979	69009	100	100	100	487	489	495	5	7	6	32	26	22	54	59	62	10	8	10
Limited English Proficient Students	NC	604	10199	NC	97	95	NC	439	439	NC	34	35	NC	47	47	NC	18	18	NC	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	35	2403	37234	100	98	97	470	472	472	3	14	15	46	34	33	51	49	50	NA	3	3
Non-Economically Disadvantaged	14	2193	41766	100	99	99	507	495	505	14	8	5	14	21	16	43	60	65	29	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	4607	79611	98	99	99	502	500	496	2	5	7	38	36	37	60	58	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	2206	39016	96	99	99	521	514	511	NA	3	4	18	26	29	82	70	66	NA	1	1
Male	26	2400	40519	100	99	98	486	488	482	4	7	10	54	44	44	42	48	46	NA	0	0
African American	--	279	4188	--	99	98	--	495	486	--	6	9	--	42	40	--	51	50	--	0	0
Hispanic	37	2557	32855	97	99	99	499	495	481	3	6	10	41	39	43	57	55	47	NA	0	0
Asian/Pacific Islander	--	134	2149	--	100	100	--	524	519	--	2	4	--	28	24	--	69	70	--	1	2
American Indian/Alaskan Native	NC	192	3992	NC	99	96	NC	489	478	NC	5	10	NC	45	46	NC	49	44	NC	1	0
White	NC	1445	36380	NC	99	99	NC	510	511	NC	4	4	NC	29	30	NC	66	65	NC	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	41	3964	68947	100	100	100	506	509	504	2	3	4	32	32	34	66	64	61	NA	0	1
Limited English Proficient Students	NC	609	10362	NC	98	97	NC	448	438	NC	17	22	NC	58	57	NC	25	21	NC	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	35	2415	37626	100	99	98	494	492	479	3	6	10	43	41	45	54	52	45	NA	0	0
Non-Economically Disadvantaged	13	2192	41985	93	99	100	525	510	511	NA	4	4	23	30	30	77	65	65	NA	1	1

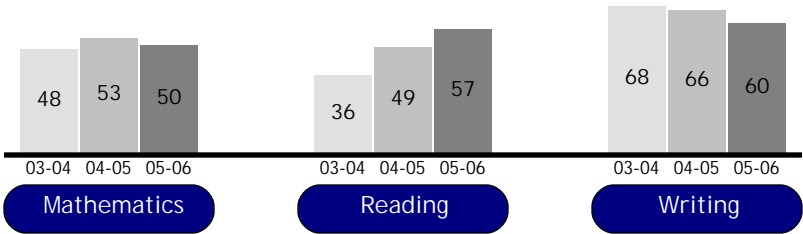
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
3	Reading	94	33	NA	55	100	36	41	44	100	34	43	46
	Language	98	44	56	61	100	38	40	44	100	32	43	46
	Mathematics	98	44	53	61	100	51	47	51	96	35	48	52
4	Reading	95	34	NA	56	100	47	43	48	100	48	46	52
	Language	98	33	45	52	100	44	44	49	100	50	48	52
	Mathematics	97	39	50	61	98	49	48	53	93	59	52	58
5	Reading	97	37	NA	55	100	40	46	50	100	44	50	56
	Language	99	33	41	49	100	43	46	50	98	44	50	54
	Mathematics	99	61	53	63	100	39	45	49	94	44	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Carrillo Intermediate Magnet School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Accountability Plan
- Ü Decisions for K-3 Funds/Tax Credit Funds
- Ü Parent/Educator Relations
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Management, Assessment and Planning

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.60
Other Professional Staff	3.50	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	1	2	0	0
7 to 9 years	1	2	0	0
10 or more years	1	4	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	16
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü La Pilita Historic Site Adoption
- Ü Library with Computer Access
- Ü Computer Lab
- Ü Large Multipurpose Room

Extracurricular Activities

- Ü Extended-day Program
- Ü Carrillo Docent program
- Ü Intramural Sports Team
- Ü Student Council
- Ü Carrillo Historians
- Ü Student Patrols
- Ü Carrillo Chorus
- Ü Band and Orchestra

Social Services

- Ü Homeless Student Support
- Ü Clothing Bank
- Ü After School Program
- Ü Crisis Intervention
- Ü Lunch Program
- Ü Breakfast Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Carrillo School was designated Highly Performing in October 2006 and made AYP for the school year 2005-2006.

- Ü Ninety (90) percent parent overall satisfaction response on school quality survey.

- Ü An ADE Learn and Serve Grant 'From School to Museum' was again awarded to Carrillo School for a fifth year. The Grant provides hands-on learning activities in the sciences as well as exhibit displays set up by students.

- Ü Carrillo School, as a student service learning school, provides opportunities for students to serve their community in various areas.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	97	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Life Skills continue to be taught by the total staff. A weekly recognition of students is also held during morning flag assembly. Carrillo School has adopted a schoolwide discipline policy and consequences to promote student achievement.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kathy Chapman	(520) 225-1200
Transportation Policy	Bill Ball	(520) 225-4801
Community Resources	Maria Corral	(520) 225-1222
School Nutrition Programs	Pamela Palmo	(520) 225-4702
Parent Organization	Maria Corral	(520) 225-1222
Student Health/Nurse	Kim Fenderson	(520) 225-1200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.